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ABSTRACT

This program, included in "Effective Reading Programs...," serves 360 predominantly Spanish-speaking students from middle-income families living in a small city. The program was begun in 1973. The program strives to meet the reading needs of all students, to provide for growth in their reading achievement, and to improve their self-concepts; it operates in two-year cycles, providing reading instruction for all students at the seventh-grade level and following them through the eighth grade. In the relaxed environment of a reading center, students receive reading instruction that is individualized, sequential, and continuous. All English classes are scheduled into the reading center on a rotational basis for 3-week periods of instruction, for a total of 18 weeks during the year. After giving diagnostic tests, reading center teachers write a prescription for each student, recommending reading activities for the student's particular needs and interests. A contract, or 3-week study plan, is drawn up by the teacher and student, generally outlining two or more lessons per day plus independent reading. At the end of the cycle, a new group of seventh-grade students is served. (AIR/RB)

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... IN A SUPPORTIVE ENVIRONMENT

DE ANZA JUNIOR HIGH SCHOOL

ONTARIO
MONTCLAIR
SCHOOL DISTRICT

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74

FUTUREPRINT

(with revisions for 1975)

DE ANZA JUNIOR HIGH SCHOOL 1450 SOUTH SULTANA AVENUE ONTARIO, CALIFORNIA 91761

INTRODUCTION

The De Anza Junior High School Demonstration Reading program is currently in its second year. The program has provided for De Anza students the opportunity to develop educationally and personally.

In addition, it has served as a catalyst for change in other areas of the school.

We at De Anza are proud of the Center and its accomplishments and extend to you an invitation to visit us.

Robert Vislay
Principal

It is challenging and exciting to coordinate the De Anza Reading Center program that helps each student grow and learn according to his capabilities.

This booklet describes a reading program set in a supportive environment that emphasizes the value of each student and staff member as an individual.

We welcome you to visit our Center.

Ann Glaser
Project Specialist

PERSONNEL

ROBERT VISLAY	PRINCIPAL
ANN GLASER	PROJECT SPECIALIST
MARY GUILLEN	COUNSELOR
CHARLOTTE LARSON	READING TEACHER
M.E. "ROD" RODRIGUEZ	READING TEACHER
GAIL ZIROS	READING TEACHER
COLLEEN MUELLER	SECRETARY
DOLORES GONZALES	COMMUNITY LIAISON
LILY DAMERON	INSTRUCTIONAL AIDE
CORA DIAZ	INSTRUCTIONAL AIDE
JOSEPHINE GALVEZ	INSTRUCTIONAL AIDE
MARGARET HAIDET	INSTRUCTIONAL AIDE
GLORIA HERRERA	INSTRUCTIONAL AIDE
ELEANOR VAZQUEZ	INSTRUCTIONAL AIDE

RESPONSIBILITIES

PROJECT SPECIALIST: In the cooperative teaching framework this person directs and coordinates the overall planning and programming of the project and is directly responsible to the principal of De Anza Junior High School. Responsibilities include: Establishing a supportive environment, maintaining an ordered and continuous program of diagnosis, prescription, individualized instruction, materials development, in-service education, demonstrations, intergroup relations, teacher training, staff supervision, dissemination, evaluation and operational duties.

PROJECT COUNSELOR: Is responsible for fostering and supporting a positive self-concept by individual guidance in the form of one-to-one interviewing as well as regularly scheduled group sessions. She communicates the needs of students to all related personnel. Additional responsibilities include: testing, making referrals, contacting agencies, counseling parents, translating, scheduling, conferring with teachers and instructional aides.

PROJECT READING TEACHERS: Have specialized training in the teaching of reading and successful experience teaching all ethnicities. Responsibilities include: diagnostic testing, prescriptive teaching, program planning and evaluation of student progress. Teachers establish and maintain a supportive environment to enhance the personal and academic development of each student. They provide experiences, real and vicarious,

as a base for vocabulary development, comprehension and enrichment; work cooperatively with entire staff and assigned content area teachers; participate in program development, in-service training and supervision of instructional aides.

PROJECT SECRETARY: Demonstrates the ability to work harmoniously with students, families and educators, has an understanding of varied cultural and interpersonal relationships. Responsibilities include: maintaining all records, keeping project accounts, typing all reports, correspondence, requisitions, records and papers as needed by project. She works directly with the Project Specialist in planning and implementing every facet of the project.

PROJECT COMMUNITY LIAISON: Works closely with the Counselor in making follow-up contacts with homes and community agencies. Responsibilities include: setting up conferences, making appointments, relaying messages, translating for Spanish speaking monolingual persons, inviting parents to visit and making them welcome in the Center.

PROJECT INSTRUCTIONAL AIDES: Work directly with teachers in carrying out the program. Responsibilities include: helping students on a one-to-one and small group basis, operating reading instruments, managing instructional materials, reinforcing reading skills, guiding daily work of students, relating to each student as a unique and special person.

OVERVIEW

The De Anza Reading Center or "Project Futureprint" is a State Demonstration Program in Intensive Instruction in Reading, a replication of the Model Schools Reading Program at Santa Barbara Junior High. The project began in January of 1973 working with seventh grade students and continued with the same students during the 1973-74 school year. Every two years a new group of seventh graders enter the program.

The De Anza Reading Center is a place where students learn how to read at various levels of sophistication. Meeting the needs of each individual student is the main goal. Since its inception, the project has been functioning as a catalyst for positive change

- in the lives of students
- among the De Anza staff
- within the Ontario-Montclair School District
- within other school districts in California

GOALS

The Reading Center Staff is committed to two basic goals:

- To increase the READING ACHIEVEMENT of each student by at least 1.2 months for each month of instruction in the Center, as measured by the CTBS.
- To increase the SELF-CONCEPT of each student enrolled in the project as measured by the Self-Concept Semantic Differential (Schwartz & Tangri 1965).

INSTRUCTIONAL STRATEGIES

The staff is attempting to meet these goals by implementing the following instructional strategies:

- Supportive, non-threatening environment emphasizing individual success.
- Diagnostic - prescriptive approach to individualized instruction.
- Low pupil-teacher ratio with teachers and instructional aides who care about students and believe they can learn.
- Wide variety of high interest, multi-sensory materials and methods to meet the needs of various learning styles.
- Program designed to meet the needs of all students: remedial, corrective, and developmental.

ENVIRONMENT

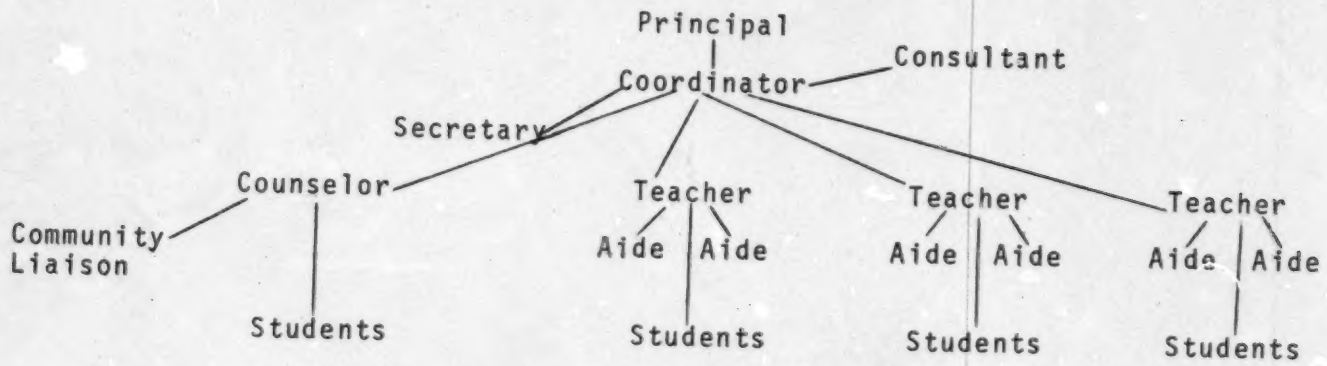
In the fall of 1973 Stanley Rothstein, California State University at Fullerton, began working with the staff as a consultant to help develop a more supportive environment. The ultimate aim was to create a "reading center that smiles at children."

WHAT IS A SUPPORTIVE ENVIRONMENT?

It is a procedure for inter-personal relations, a formalized system of conferencing between individuals and with groups using the Focus Interview as a tool. The staff has been working to develop the following types of inter-personal processes:

> Confidence and trust among members . . . strong, shared motivation toward goal attainment . . . effective group decision making . . . effective, open communication within the group . . . mutual help and coordinated effort . . . flexibility, adaptability, and creativity . . . job competence, from an emphasis upon technical and group skill upgrading . . . discipline, from the development of inner controls in students.

The following formal supervision schedule was developed to permit staff members to communicate openly and on a continuing basis:



Group meetings were scheduled as part of the structure:

Coordinator with counselor and teachers - each Friday

Counselor with instructional aides and community liaison - each Wednesday

Coordinator with total staff once or twice a month.

DIAGNOSIS

Several diagnostic tools are used by the Reading Center teachers to determine areas of strength and weakness in reading. All students are tested with either the Stanford Diagnostic Reading Test, Level II, Form X, or the Durrell Analysis of Reading Difficulty. The CTBS item analysis is also used to identify needs in specific skill areas. Students who enter late in the year are given either the Classroom Reading Inventory (Silvaroli) or the WRAT to provide immediate information for the teacher before the more extensive Durrell or Stanford tests are administered.

The Reading Center also employs diagnostic tools available with published reading programs in use at The Center. Criterion Referenced Testing in the Clues to Reading Progress (Educational Progress Corporation) is available for use with students reading at levels 2.0 - 4.0. Criterion Referenced Testing in the Audio Reading Progress Laboratory (Educational Progress Corporation) is available for students reading at levels 4.0 - 10.0. Diagnostic tools accompanying Reach (The Economy Company) and Score (American Education Publications) programs are used for placement in these materials. Other informal tests are available to pinpoint specific needs in skill areas.

PRESCRIPTION

After diagnostic testing is completed, the Reading Center teachers write a prescription for each student. In this prescription, the student's reading deficiencies and strengths are analyzed and the appropriate remedial, developmental or enrichment activities are recommended.

The prescription is translated into a specific course of study during a student-teacher conference when the student's contract is negotiated. The student's needs, abilities, interests, likes, dislikes are considered during the conference. The contract becomes the personal, individual course of instruction for each student.

The Contract is a three-week plan of study and the students are expected to do an average of two lessons a day, plus independent reading which is done outside of class. A student may complete his Contract in less than three weeks or may take longer if he needs to, and adjustments on individual Contracts are made as needed.

At the completion of each Contract, a formal evaluation of the student's progress is made by both the teacher and the student. A Contract Evaluation Form is filled out by the student on which he notes what he thinks he has learned, what he still needs to work on and which lessons he found most helpful.

CONT'D.

EXAMPLES OF COMMENTS

FROM CONTRACT EVALUATIONS

3 THINGS I LEARNED:

I LEARNED THAT I REALLY DO LIKE TO READ.
I LEARNED HOW TO USE NEW MATERIALS.
I LEARNED HOW TO READ A LITTLE BIT FASTER.

JO ANN

I LEARNED THAT I CAN READ A LITTLE FASTER. DOUBLE ACTION HELPED ME A LOT. CLUES HELPED ME TO UNDERSTAND THINGS ABOUT STORIES. USING THE CONTEXT HELPS ME TO UNDERSTAND WHAT I READ.

DONNA

TO READ FASTER, UNDERSTAND THINGS BETTER AND TO HAVE BETTER LISTENING HABITS.

LORI

GETTING MORE INTERESTED IN READING. LIKING THE LISTEN & READ MORE BECAUSE I GET SOMETHING OUT OF IT. LEARNING HOW TO DIVIDE WORDS MORE THAN BEFORE.

NAOMI

APPROACH

The Reading Center staff is committed to a TOTAL SYSTEMS APPROACH. The Center is equipped with a wide variety of teaching instruments, games and materials that are highly motivational, that focus on topics of special interest to junior high age students and meet the needs of a vast range of abilities and learning styles.

Students are SCHEDULED into the Reading Center with their English classes. Each group remains in the Center for three weeks, then returns to the English classroom while the alternate group is in the Center. The rotation continues throughout the year.

The English Teachers come into the Center with their classes. The purpose is two fold: to provide experience with materials and methods used in the Center; to encourage them to work with students on a one-to-one basis.

In the fall of 1974 a new system of scheduling was begun. The English teachers (trained in the Reading Center the previous year) remained in their classrooms with half a class. The other half (of two classes each period) participated in the Reading Center. The two groups rotated every three weeks throughout the year.

STUDENT COMMENTS

"I think the Reading Center is good for all of us students because we have the opportunity to learn."

Maria

"I liked the Reading Center 'cause it made me feel different about reading and school. It made me learn different skills I never had."

Elizabeth

"I think the Reading Center is a real neat idea. It has helped me improve my reading very much. All the things are very enjoyable. With machines and games like this people want to learn."

Lori

"I like the Reading Center because it is fun and there is anything you want to pick out that you like. I learned more reading than I used to. I know how to spell words better."

Donna

"All I have to say is that it was real fun and I would rather do the stuff on the contract than watch T.V.

Murray

"I think the Reading Center is the best thing that ever came to this school. I hope we can keep it."

Mike

"I think the Reading Center is fantastic. You get to work at your own speed. No one's rushing you. I like independent reading the best."

Irene

"I have learned a lot about reading independently and of learning to get the main idea of things."

Kim

"I like the good attention you get by the teachers and the aides and I think the controlled reader has helped me a lot."

Chauncey

COUNSELING

The Counseling and Guidance Program within the Reading Center aims at fostering a supportive and unique learning experience. Its services are many faceted. Individual guidance is available to all project students in the form of one-to-one interviewing.

In 1974 the guidance program has been expanded and enriched by the addition of group counseling which provides and opportunity for students to:

- Talk about common concerns or problems
- Express feelings in a small group
- Learn to understand how they are seen by others.

Initially two counseling groups are using the Transactional Analysis model; one group is using an Existentialist model. Participation is voluntary but parental permission is required.

During 1974-75 all students participated in group counseling with part of their English classes. Using the Center for Humanities slide-tape presentations, the Reading Center Counselor worked with all students in the areas of identity, self-concept and coping with frustration.

The Reading Center Counselor makes contacts with parents, teachers, School Counselor, Vice-Principal, community agencies and students themselves. The basic purpose for any of these contacts is to serve students needs.

CONT'D.

The Counselor's services are provided as a positive step to build individual character, increase self-esteem and encourage the complete development of each student.

COMMUNITY

The Reading Center staff includes a Community Liaison person who works closely with the Reading Center Counselor. She makes follow-up contacts for the Counselor with families and community agencies. She sets up conferences and appointments, arranges visitations of parents and other community persons. She gives general information, answers questions, relates messages and translates for Spanish-speaking monolingual persons when she visits homes or hostesses parents in the Reading Center.

The Center has served the community in several ways by providing a location for

Great Books leadership training course

Extension class from U.C. Riverside

Comunidad de base

Book Fair

Pre-school Story Hour

Community Advisory Council meetings

Workshops for district personnel and college students

Community/District meetings

PRE-SCHOOL

The De Anza Reading Center sponsors a Pre-School Story Hour and library as an integral part of the reading program.

More than 50 De Anza students read to pre-school children every Tuesday morning at 10:00 A.M. The Ontario Library loaned De Anza 900 books for the Pre-school Program. Students of all reading abilities participate in the program which builds confidence in reading, offers opportunity to relate to small children, develops reading readiness skills for pre-schoolers and gives parents an opportunity to visit the school.

Special programs are planned for parents during the story hour including presentations by the school nurse, the district librarian, a police officer, the Reading Center Counselor, the school Principal, the fire department rescue unit and films on child development.

CATALYST

Since the Reading Center has been a part of De Anza Junior High School, it has been a catalyst for positive change within the school.

- The most cost effective components of the Reading Center have been REPLICATED within the school for the seventh grade.
- The SOCIAL STUDIES DEPARTMENT has begun an individualized, ungraded program that focuses on student interests and needs.
- MONOLINGUAL SPANISH SPEAKING STUDENTS now receive a special two-period block of instruction that caters to their needs. In addition, a bilingual-bicultural program will begin in the fall of 1975.
- The ENGLISH Department and the SCIENCE Department have developed new strategies for individualization. Students have the opportunity to take several mini courses in English and to use a laboratory approach in Science.
- The De Anza Reading Center has assisted members of the school staff whenever possible providing in-service training, offering assistance with reading problems, serving as a RESOURCE CENTER.

DEMONSTRATION

It is the responsibility of each Demonstration Program to demonstrate successful teaching strategies to visitors and to disseminate examples of effective materials and approaches. To meet this responsibility, the Center staff has:

- Provided in-service training for De Anza staff members and for teachers from other schools within the district.
- Provided demonstrations for teachers, college students, parents and community persons from Ontario and neighboring communities who visit the Center.
- Made presentations to college classes at Chaffey College, San Bernardino State College, California State University, Fullerton, and California State Polytechnic University, Pomona.
- Prepared exhibits and demonstrations for the Individualized Instruction Association Conference, March of 1974, for the Association of California School Administrators Conference in April of 1974, for the joint conference of California School Boards Association and Association of California School Administrators in December 1974 as well as the annual conference of Demonstration Programs in Reading and Mathematics in May of 1974 and 1975.

- Prepared De Anza Designs Resources in Reading, an annotated list of instructional materials and systems used in the De Anza Reading Center with comments about format, purpose, effectiveness, student response, and relative cost. This is available under separate cover.

- Served as Host Project for the Annual California Demonstration Programs Conferences in Reading and Mathematics in Palm Springs and San Jose in May of 1975.

EVALUATION

An outside evaluator, Dr. Keith Dolan of San Bernardino State College visits the Center monthly for on-site evaluation and recommendations. In addition, he prepares statistical analyses of all test data at the conclusion of each project year.

He determined the following growth for each year the project has been in operation as measured by the Comprehensive Test of Basic Skills (CTBS):

FIRST PROJECT GROUP	VOCABULARY	COMPREHENSION	TOTAL READING
As 7th Graders - 1973	9 months	5 months	7 months
As 8th Graders - 1974	17 months	14 months	16 months
SECOND PROJECT GROUP			
As 7th Graders - 1974-75	12 months	15 months	14 months

A major objective was to show at least 1.2 months gain in reading achievement for each month in the program. During the first year the average growth was 1.5 per month of instruction in the Reading Center. During the second project year the average growth was 2.3.

In the fall of 1974 a new group of seventh graders entered the program. They showed an average gain of 2.0 months for each month of instruction during their first year.

As Evaluator Dr. Dolan has interviewed students, parents, De Anza staff, and Reading Center staff to determine the effectiveness of the program and prevailing attitudes about the Reading Center.

RECOMMENDATION

BY THE STATE

PROCEDURE

The State Department of Education, Bureau of Compensatory Education evaluates all demonstration reading projects on PROGRAM DEVELOPMENT, STUDENT ACHIEVEMENT and COST EFFECTIVENESS with the following rating procedure:

PROJECT IS	PROJECT SHOULD BE
most effective	retained and extended
effective	retained and strengthened
least effective	strengthened or terminated

RESULTS

The Report on Demonstration Programs in Intensive Instruction in Reading and Mathematics for 1972-73 made the following recommendation: (p. 30)

> "New replication programs in the following districts should be retained and continued; they should be commended as MOST EFFECTIVE; efforts should be directed toward dissemination of information regarding their most successful and exemplary elements:
>
> | READING PROGRAMS | MATHEMATICS PROGRAM |
> |---|---|
> | Monrovia | Jurupa |
> | Compton | " |
> | Ontario-Montclair | |

WILSON RILES
SACRAMENTO, 1974

The Report on Demonstration Progarms in Intensive Instruction in Reading and Mathematics for 1973-74 rated the Ontario Demonstration Program as "most effective" also.

THE GOAL OF THE DE ANZA READING CENTER IS TO MAINTAIN AND STRENGTHEN THE "MOST EFFECTIVE" RATING!

De Anza Reading Center

CONTRACT

NAME _____

READING TEACHER _____

ENGLISH TEACHER _____

SCHEDULE NUMBER _____

CLASS PERIOD _____

CONTRACT NUMBER _____

STARTING DATE _____

COMPLETION DATE _____

POINTS EARNED _____

RECEIVED _____

Minimum points for contract completion:

Basic Contract _____

Independent Reading _____

TOTAL _____

Number Per Column	Instructional Materials	Points Per Lesson	Completed Lessons	Points Earned
	VISUAL PERCEPTION:			
	Tach-X	5		
	Processing	5		
	Visual Tracking	5		
	Flash-X	5		
	WORD ATTACK:			
	Aud-X Story/Sampler	5		
	Aux-X Word Study	5		
	Reach/Score/Cracking the Code	7/2/5		
	Clues	5		
	Systems 80	5		
	Diagnostic/Prescriptive Program	5		
	VOCABULARY:			
	Word Clues	5/7		
	Word Craft	7		
	Language Master	5		
	Creative Reading	5		
	STUDY SKILLS:			
	Study Skills Library	7		
	Aud-X Dictionary Skills	10		
	Countdown	2		
	Using the Thesaurus	5		
	Skimming and Scanning	5		
	COMPREHENSION/RATE:			
	Controlled Reader	10		
	Go Magazine	5		
	Comp. Power Paragraphs	5		
	Listening	5		
	Sprint	5		
	Specific Skills	5		
	Reading for Concepts	5		
	Dimensions in Reading	5		
	R.F.U.	5		
	Action Unit/Double Action Unit	5		

Number Per Column	Instructional Materials	Points Per Lesson	Completed Lessons	Points Earned
	Breakthrough	5		
	Sports Program/Sports Kit	5		
	Play the Game	5		
	Real Stories	5		
	Crossroads	5		
	Directions	5		
	Imagination/Magnificent Myths	5		
	Action Series	5		
	A.R.P.L.	5		
	Open-Ended Stories	5		
	Modern Short Biographies	5		
	Short Story Scene	5		
	Life Styles	5		
	Native Voices	5		
	A.E.P.	5		
	Inquiry	5		
	RECREATIONAL READING			
	Scope Plays/Plays for Reading	5		
	Preschool Library	10		
	U.S.S.R.	5		
	Independent Reading	20		
			TOTAL	
			CONTRACT TOTAL	

DAILY RECORD

M	T	W	T	F	M	Th	W	Th	F	M	T	W	Th	F	TOTAL

Student Signature

Teacher Signature

CONTRACT EVALUATION

I. Three things I learned while working on my contract:

1. _____

_____

2. _____

_____

3. _____

_____

II. The reading skills I need to work on:

_____ Word Attack (figuring out words)

_____ Vocabulary (learning new words)

_____ Study Skills (how to do better in school)

_____ Comprehension (understanding what I read)

_____ Rate (learning to read faster)

III. Two kinds of lessons I found the most helpful:

1. _____

_____

2. _____

_____

IV. Comments

_____

_____

_____

_____

_____

_____

DE ANZA JUNIOR HIGH SCHOOL

NAME_____

Grade_____ Quarter_____

DATE_____

DE ANZA READING CENTER STUDENT EVALUATION

OUR PROGRAM IS DESIGNED SO THAT EACH STUDENT WILL:

1. Have the personal guidance of the Reading Center Counselor and teachers.
2. Start where he is now and show progress in reading.
3. Develop a belief in his own ability and self-worth.
4. Enjoy learning.
5. Learn to evaluate his own work.
6. Understand that his progress is an individual matter, not a comparison with the work and standards of others.

	Most of the time	Often	Sometimes	Seldom	
I.					LEARNING OBJECTIVES:
					1. The student completes his/her individual assignments.
					2. The student shows progress in needed areas of reading.
					3. The student understands what he/she reads.
					4. The student enjoys reading for pleasure and knowledge.
					5. The student shows growth in his/her ability to evaluate his/her own work.
II.					BEHAVORIAL OBJECTIVES:
					1. The student tries hard to do his/her best.
					2. The student makes good use of his/her time.
					3. The student works well independently.
					4. The student works well with others.
					5. The student shows consideration for others.

III. STUDENT COMMENTS:

IV. TEACHER COMMENTS:

DE ANZA JUNIOR HIGH SCHOOL

DON'T MISS IT!

EVERY TUESDAY - - 9:15 A.M.

FOR PRE-SCHOOL CHILDREN

Your pre-school child is invited to join our Pre-School Story Hour, every Tuesday morning from 9:15 to 10:00 A.M., at De Anza Junior High School Library.

Training of the De Anza students began in October with the School librarian and with the De Anza reading teachers. During the story hour, junior high school students will read stories to the children, and you may check out three pre-school books to take home and read to them.

There will be a special shelf on children's books to check out, courtesy of the Ontario City Library. Three books may be checked out at a time. When the books are returned, the child will be given one book to keep from a special shelf, for their own library.

CHILDREN MUST BE ACCOMPANIED BY AN ADULT.

LA HORA de LEER de DE ANZA JR. HIGH SCHOOL
PARA NIÑOS DE 3 a 5 ANOS
CADA MARTES -- 9:15 - 10: A.M.

Los invitamos asistir y traer sus niños de edades 3 a 5 años para una hora de leer. La clase será los martes a las 9:15 hasta las 10:00 A.M. por la manana en la biblioteca de la escuela de DE ANZA JUNIOR HIGH SCHOOL.

Los invitamos a que se queden con sus niños durante el tiempo que se les lee a sus niños. Nuestros estudiantes les leerán los cuentos a los niños y si Uds. Quieren se los pueden leer y también escogerles libros para llever a casa y leerselos en casa.

Habrá un espacio o una sección especial y sólamente para los niños Se Pueden usar tres libros para cada estudiante a la vez. Duando devuelvan los libros, cada niño tendrá un libro suyo para su biblioteca personal. ES NECESARIO QUE LOS ADULTOS VENGAN CON LOS NINOS.

Cortesia de la biblioteca de the ciudad de Ontario y De Anza Junior High School.

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